

School/Academy:	Denewood and Unity Academies	Date of assessment	03/03/21
Who might be harmed?	Pupils, staff, visitors and contractors	How many are affected?	Whole School
Lockdown Easing Status:	Step One (From 8th March) (All schools will reopen)		
Reference Document:	DfE: Schools coronavirus (COVID-19) operational guidance (February 2021) DfE: Additional operational guidance for special schools, special post-16 institutions and alternative provision		
Date	Summary of school position (include numbers of staff working from home / shielding, bubble sizes)		
08/03/21	2 bubbles – primary and secondary All staff expected to return to school full-time except admissions and reintegration team and attendance CEV staff and pupils to continue to shield		

Hazard Aspect	Possible control measures	✓ if in place ✗ if not or n/a	Where: ✗ state action to be taken with timescales ✗ any additional control measures ✓ site specific details	Residual Risk rating High, medium, low
Communication				
Staff	<ul style="list-style-type: none"> This completed risk assessment is shared with staff. Signatures are obtained. 	✓	Staff are given regular updates and have been given an open invitation directly with the Head/SLT to raise any suggestions and/or concerns.	L
	<ul style="list-style-type: none"> Staff are encouraged to give regular feedback on the effectiveness of these control measures and plans, share suggestions and identify additional touch points. 	✓	Staff are given regular updates and have been given an open invitation directly with the Head/SLT to raise any suggestions and/or concerns.	
Parents/carers, pupils and visitors	<ul style="list-style-type: none"> The relevant control measures from this risk assessment are communicated to parents, carers, pupils and visitors. 	✓	Sign on main door about not coming into the building. Text messages to parents to view the RA on Trust website completed when RA is updated.	L
	<ul style="list-style-type: none"> Where possible, for example with older children with less complex needs who are able to self-regulate their behaviours without 	✓	Separate bubble in place for our youngest pupils in KS2	

	<p>distress, children and young people should also be supported to maintain distance and not touch staff and their peers. This will not be possible for the youngest children and some children with complex needs and it is not feasible in some settings where space does not allow.</p> <p>Settings doing this where they can, and even doing this some of the time will help.</p> <p>Signage is installed wherever necessary as a reminder.</p>		For any pupils where it is a more common behaviour to touch others/staff an individual risk assessment will be carried out.	
	<ul style="list-style-type: none"> If possible, a pdf version of this completed risk assessment published on the school's website to provide transparency of approach to parents, carers and pupils. (Do not include names where any personal details are recorded). 	✓	Update on Trust website with link on school website	
	<ul style="list-style-type: none"> Parents' are reminded, where necessary, of their duty to secure their child's regular attendance at school (unless they have symptoms, are a close contact of someone who has symptoms / tested positive or are shielding) and that the school has the ability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct. 	✓	Letter produced by attendance officer for the school and sent to parents outlining duties of parents to secure regular attendance. Letter 01/03/21 to parents about reopening also included information about attendance. Updated school website and messages on Class Dojo to parents.	L
Employer	<ul style="list-style-type: none"> The completed risk assessment (v.5) is shared with the Governing Body and employer. 	✓	Updated 03/03/21 and shared with Trust. Updated risk assessments of AP's gathered from 5/03/21.	L
Trade Unions	<ul style="list-style-type: none"> The completed (v.5) risk assessment is shared with the recognised Trade Unions following sharing with the school's Governing Body. (Do not include names where any personal details are recorded). 	✓	Updated 03/03/21 and shared with local school rep	L
Contracting / transmitting Covid-19				
Preventing symptomatic persons attending school	<ul style="list-style-type: none"> Pupils, parents / carers and any visitors, such as suppliers, are informed not to enter the school if they are displaying any symptoms of coronavirus: <ul style="list-style-type: none"> a new, continuous cough or a high temperature or has a loss of, or change in, their normal sense of taste or smell (anosmia) PHE Campaign posters are available here. 	✓	Consistent message since September 2020. Sign on front door. The electronic signing in system also asks questions of people's health recently and asks to share their contact details so that they can be contacted if necessary.	L
	<ul style="list-style-type: none"> For noting: In the majority of cases, schools and parents will be in agreement 	✓	Noted.	

	that a child with symptoms should not attend school, given the potential risk to others. In the event that a parent or guardian insists on a child attending school, schools can take the decision to refuse the child if in their reasonable judgement it is necessary to protect their pupils and staff from possible infection with coronavirus.			
Individuals not accessing the vaccination programme	<ul style="list-style-type: none"> Staff, their households and parents are encouraged to access the vaccination programme when it is available for their priority group. Posters are available here: https://coronavirusresources.phe.gov.uk/covid-19-vaccine/resources/ 	✓	Poster displayed in school reception.	L
Preventing persons who are at a higher risk of carrying the virus attending school Reference	<ul style="list-style-type: none"> Staff are made aware of the current quarantine restrictions in their holiday arrangements if they visit countries outside the Common Travel Area (i.e. UK, the Crown Dependencies (Bailiwick of Jersey, Bailiwick of Guernsey and the Isle of Man) and Ireland), noting that quarantine may affect their ability to be available to return to the workplace. 	✓	Staff reminded of travel restrictions in morning briefings. Link on website.	L
	<ul style="list-style-type: none"> Parents and carers are made aware of the current quarantine restrictions if they return from countries outside the Common Travel Area (i.e. UK, the Crown Dependencies (Bailiwick of Jersey, Bailiwick of Guernsey and the Isle of Man) and Ireland), noting that quarantine may affect their ability to comply with statutory attendance. 	✓	Parents reminded of travel restrictions in a letter sent home. Link of school website.	
	<ul style="list-style-type: none"> Records are kept of such visits. 	✓	SIMS records updated of visits.	
Reducing the number of persons on site	<ul style="list-style-type: none"> The school considers whether it is feasible and appropriate for some roles, such as administrative roles to work from home, either full time or on a part time basis. The school considers whether it is feasible for teaching staff, particularly those in health groups whether they could virtually teach from home, either full or part time, using IT. (See "Persons at higher risk of becoming seriously ill" section) 	✓	Continue to reduce footfall for staff groups that are appropriate. Rota's continue to be in place for some staff groups/individuals	L
	<ul style="list-style-type: none"> Supply teachers, peripatetic teachers and/or other temporary staff can move between schools, but are kept to the minimum. They particularly ensure they minimise contact and maintain as much distance as possible from other staff. The number of groups taught and locations worked in are minimised to reduce the number of contacts made. 	✓	Specialists working with young people are allowed onsite to work with young people as long as prevention measures are adhered to; sanitise hands regularly, keep 2m from all people, keep visits short, wear a face covering at all times.	

	<p>Specialists, therapists, clinicians and other support staff for pupils with SEND provide interventions as usual.</p>			
	<ul style="list-style-type: none"> The school continues hosting initial teacher training (ITT) trainees. Trainees continue to go into their school or college on placement to support teaching and also support schools in other ways, including supporting remote education, developing lesson materials and offering pastoral support. 	<p>NA</p>	<p>No ITT trainees.</p>	
	<ul style="list-style-type: none"> The School's coronavirus safety principles are communicated to essential visitors such as contractors, other non-school based services, external coaches, clubs and organisations for curricular and extra-curricular activities prior to any proposed visit. <p>A dialogue is undertaken where necessary between the school and visitors regarding the schedule of the visit including the rooms to be visited and any points of discussion around social distancing and hygiene.</p>	<p>✓</p>	<p>Sign on main front door and each entrance into the school. Visitors into the school is by appointment only.</p> <p>Where possible visitor expectations protocol is sent to visitors prior to their appointment so they can read and prepare.</p>	
	<ul style="list-style-type: none"> Parents/carers are informed that if their child needs to be accompanied to the school, only one parent/carer should attend if possible. 	<p>✓</p>	<p>Communicated in letters home.</p>	
	<ul style="list-style-type: none"> Conversations with parent/carers are held on the telephone wherever possible. Parents/carers are informed not to enter the school building unless they have a pre-arranged appointment. The 2-metre social distancing rule applies to these meetings and kept as short as possible (e.g. less than 15 minutes). 	<p>✓</p>	<p>Has been communicated to parents since September 2020.</p>	
	<ul style="list-style-type: none"> Non-essential visitors are asked remain away from site. In determining whether the visitor is essential consider whether the meeting can be undertaken remotely, whether there are any other health and safety, financial or other significant implications of not undertaking the visit. 	<p>✓</p>	<p>Protocol shared with visitors and displayed in reception area.</p> <p>Emphasis on whether the meeting can occur remotely</p>	
	<ul style="list-style-type: none"> Governor meetings held virtually if possible. Any Governor meetings held in school are undertaken following social distancing protocols. <p>Governor monitoring visits are undertaken virtually if possible.</p>	<p>✓</p>	<p>None planned at Denewood and Unity</p>	
	<ul style="list-style-type: none"> Schools do not host any performances with an audience. The school considers alternatives such as live streaming and recording performances, subject to the usual safeguarding considerations and 	<p>NA</p>	<p>No live performances planned.</p>	

<p>Persons at higher risk of becoming seriously ill</p>	<p>parental permission.</p> <ul style="list-style-type: none"> <p>Clinically extremely vulnerable staff are advised not to attend the workplace. CEV individuals are those identified through a letter from the NHS or a specialist doctor as in the group deemed clinically extremely vulnerable (CEV or shielding list). Staff who are identified as clinically extremely vulnerable should follow the published guidance.</p> <p>The school has reviewed the list of staff who are identified as CEV, noting that the NHS have recently added individuals they after undertaking their NHS COVID-19 Population Risk Assessment.</p> <p>Even when CEV staff have had both doses of the vaccine, they should continue to follow this shielding advice until further notice.</p> <p>See also staff welfare.</p> <p>Clinically extremely vulnerable pupils are currently advised not to attend school. Copies of the shielding letter sent to CEV children are requested if necessary.</p> <p>In some exceptional circumstances it may be that the health risks need to be balanced with the wider impact of the child or young person not attending education and accessing the support that would normally be delivered. This might be due to the level of support that they need or their ability to access remote education and additional services such as therapies, as well as the impact on wellbeing for the wider family.</p> <p>These decisions are recorded and reviewed.</p> <p>The following measures are in place for pregnant members of staff and recorded on the pregnancy Covid risk assessment:</p> <ul style="list-style-type: none"> Up to 28 weeks: Avoid face to face contact, observe social distancing recommendations where possible. Over 28 weeks: Consider further precautions. <p>Staff in the BAME categories have been individually reminded to observe good prevention practice in the workplace and home settings.</p> <p>For noting: There is clear evidence that certain BAME groups have higher rates of infection, and higher rates of serious disease, morbidity and mortality. There is no strong evidence that ethnicity by itself (or genetics) is the sole explanation for observed</p> 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>If CEV can work from home, they will be allowed to. CEV risk assessments will be undertaken on an individual basis. List has been reviewed and the school is aware of who is CEV.</p> <p>CEV pupils will be able to work from home if able to. Individual risk assessments will take place for individual pupils identified as CEV and reviewed regularly.</p> <p>Staff are reminded of measures that are in place for pregnant staff.</p> <p>Message will be shared in staff briefing. Staff who identify as BAME are welcome to have a confidential chat. Preventative measures are in place including: hands, face, space, vaccination programme, twice weekly lateral flow tests.</p>	<p>L</p>
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	<p>differences in rates of severe illness and deaths. What is clear is that certain health conditions are associated with increased risk of serious disease, and these health conditions are often overrepresented in certain BAME groups. It is also clear that societal factors, such as occupation, household size, deprivation, and access to healthcare can increase susceptibility to COVID-19 and worsen outcomes following infection.</p>			
	<ul style="list-style-type: none"> • Clinically vulnerable staff continue to attend school where it is not possible to work from home. They are individually reminded to observe social distancing where possible, face to face contact is avoided and the aide memoire is used. 	✓	<p>All staff have been asked to inform school if they are identified as CEV. CEV staff have been asked to show their letter from the government / GP.</p>	
	<ul style="list-style-type: none"> • Staff who live with those who are clinically vulnerable or clinically extremely vulnerable are individually reminded to observe good prevention practice in the workplace and home settings. 	✓	<p>Risk assessments in place Message to all staff via morning briefing.</p>	
School Visits	<ul style="list-style-type: none"> • The school notes that the DfE advises against educational visits at this time. 	✓	No school visits will take place.	L
Undertaking CPR	<ul style="list-style-type: none"> • The following information has been shared with school first aiders: Resuscitation Council UK Statement on COVID-19 in relation to CPR and resuscitation in first aid and community settings www.hse.gov.uk/coronavirus/first-aid-and-medicals/first-aid-certificate-coronavirus.htm “It is clear that treating any casualty properly should be the first concern. Where it is necessary for first aid provision to be administered in close proximity, those administering it should pay particular attention to sanitation measures immediately afterwards including washing hands” 	✓	<p>Updated and information initially sent 17/07/20 Resuscitation face shields available in the main first aid bag in the office</p>	L
Persons becoming symptomatic whilst in school	<ul style="list-style-type: none"> • If anyone in the school becomes unwell with: <ul style="list-style-type: none"> ○ a new, continuous cough ○ or a high temperature ○ or has a loss of, or change in, their normal sense of taste or smell (anosmia) • they must: <ul style="list-style-type: none"> ○ be sent home and advised to follow ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’, which sets out that they must self-isolate for at least 	✓	<p>Locations where pupils could be isolated:</p> <p>Meeting room 2 has ventilation, close to an exit, close to bathrooms and a hand wash station. This will be used to isolate pupils awaiting collection. PPE of gloves, masks, visor and aprons are available. Disinfection materials are available to clean down space. Cleaners notified and room deep cleaned</p>	L

	<p>10 days and should arrange to have a test to see if they have coronavirus.</p> <p>Other members of their household (including any siblings) should self-isolate for 10 days from when the symptomatic person first had symptoms.</p>		<p>before the next school day.</p> <p>Individual toilet has been identified for pupil to use with a “do not use” available to be used if a pupil with symptoms uses the toilet.</p>	
	<ul style="list-style-type: none"> • PPE is available in the event that someone becomes symptomatic on site and if a distance of 2 metres cannot be maintained: <ul style="list-style-type: none"> ○ a face mask ○ disposable gloves and an apron if contact is necessary ○ eye protection if a risk assessment determines that there is a risk of fluids entering the eye from, for example, coughing, spitting or vomiting. 	✓	<p>Available in admissions room and in boxes in classrooms.</p>	
	<ul style="list-style-type: none"> • If a member of staff has helped someone who was unwell with a new, continuous cough or a high temperature, they do not need to go home unless they develop symptoms themselves (and in which case, a test is available) or the child subsequently tests positive. They should wash their hands thoroughly for 20 seconds after any contact with someone who is unwell. <p>Cleaning the affected area with normal household disinfectant after someone with symptoms has left will reduce the risk of passing the infection on to other people. See the COVID-19: cleaning of non-healthcare settings guidance.</p>	✓	<p>Where a member of staff has helped someone with symptoms, they do not need to go home unless they develop symptoms themselves (and in which case, a test is available) or the child subsequently tests positive</p> <p>Staff are aware of handwashing protocols after any contact with someone who is unwell.</p> <p>Cleaning of the affected area with normal household disinfectant will be undertaken after someone with symptoms has left.</p> <p>Hand washing and bathroom facilities are near Meeting Room 2. PPE and cleaning materials stored in the nearby ART room and will be available in all classrooms.</p> <p>If a child, young person or other learner becomes unwell with symptoms whilst in the Academy and needs direct personal care until they can return home. A fluid-resistant surgical face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. The child will be moved to a room where they can isolate until they are collected</p>	

			<p>by a parent/carer.</p> <p>If contact with the child or young person is necessary, then disposable gloves, a disposable apron and a fluid-resistant surgical face mask should be worn by the supervising adult.</p> <p>If there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn.</p>	
	<ul style="list-style-type: none"> Records of persons with symptoms consistent with coronavirus are kept (ref: tracker). 	✓	<p>A pupil and staff COVID-19 tracker is in use by senior admin staff. If any pupil or staff member becomes ill or needs to self isolate, details will be kept on this document.</p>	
Test and Trace	<ul style="list-style-type: none"> The latest NHS/PHE test and trace information has been shared with staff and parents. In particular, parents are encouraged to get tests for their children if they develop symptoms. 	✓	<p>Shared with staff in a Headteacher briefing and welcome back presentation (delivered to staff and emailed out on 01/09/20). Posters are displayed around school.</p>	L
	<ul style="list-style-type: none"> Staff and parent telephone numbers are checked for accuracy. 	✓	<p>Admin and attendance keep records up to date. Enquiries take place with any that are recognised as not working. All staff completed an employee details form during wc 1/9/20. Phone calls to parents conducted 03/09/20 asked parents to confirm details. Regular updates of phone numbers and addresses received by teaching and learning staff is updated on SIMS.</p>	
	<ul style="list-style-type: none"> The school understands the purpose of the school's own home test kits, has decided who makes the decision to offer the kit when they have a stock and by what criteria: "You should only offer a home test kit to individuals who have developed symptoms while at school (or to their parent or carer if it is a pupil) in the exceptional circumstance that you believe they may have barriers to accessing a test elsewhere, and that giving them a home test kit directly will therefore significantly increase the likelihood of them getting tested." Note that to book a test at a centre they will need their own transport (or walk). To book either a test at a centre or to request a home test kit access to the internet and mobile phone is required, or 	✓	<p>Home test kits (PCR) arrived and are stored in a locked cupboard only accessible by senior staff. Details of home test usage will be kept on the covid-19 tracker. All efforts to use NHS 119 and website to book test must be tried before consideration of a home test issued by school.</p> <p>Home test kits (LFD) will be distributed to staff from w/c 08/03/21 and pupils w/c 15/03/21.</p>	

	<p>by telephoning NHS on 119.</p> <ul style="list-style-type: none"> • Swift action is taken when you become aware that someone who has attended school has tested positive for coronavirus (ref. symptom summary sheet v.6) 	<p>✓</p>	<p>Systems are in place and rehearsed. Advice from PHE, DfE, NHS are followed and we have encouraged staff to use the NHS Track and Trace app.</p> <p>The advice service can be reached by calling the DfE Helpline on 0800 046 8687 and selecting option 1 for advice on the action to take in response to a positive case. Callers will be put through to a team of advisers who will inform them of what action is needed based on the latest public health advice. Any general queries relating to coronavirus and education and childcare settings should select option 3.</p>	
	<ul style="list-style-type: none"> • Contact details, are kept of all other visitors to the school, including where possible, personal phone numbers. 	<p>✓</p>	<p>InVentry updated to ask visitors questions about symptoms and to include contact details such as email and a phone number for Track & Trace.</p>	
	<ul style="list-style-type: none"> • Ongoing records are kept of: <ul style="list-style-type: none"> ○ The names of pupils in the bubbles and members of staff who have accessed them. ○ Any close contact that takes places between children and staff in different bubbles. <p>These details may be required at short notice outside the regular school day to enable the school to inform individuals to immediately self-isolate.</p> 	<p>✓</p>	<p>Senior leadership are aware of teaching groups – staff and pupils</p>	
	<ul style="list-style-type: none"> • For noting: In the event that a pupil or member of staff reports symptoms, the rest of the bubble can continue to attend school awaiting the result of the test (apart from any siblings who are in, or not in, the same bubble who must also self-isolate with the rest of their household). 	<p>✓</p>	<p>Guidance to be followed</p>	
	<ul style="list-style-type: none"> • Where staff or pupils have downloaded the NHS Covid app: <ul style="list-style-type: none"> ○ If they keep their mobile phones on their person during the working day then the app can be left on. 	<p>✓</p>	<p>Posters up at the entry points where pupils leave their belongings reminding them to turn their phone off.</p>	

	<ul style="list-style-type: none"> ○ If their mobile phones are not kept on their person during the working day e.g. in a drawer or locker, they are asked to keep their mobile phones switched off or the app turned off. 				
Lateral Flow Testing (LFT) (Pupils)	<ul style="list-style-type: none"> ● A risk assessment has been completed for the school's onsite Asymptomatic Testing Site (ATS) to administer LFTs. 	✓	Last updated 03/03/21.	L	
	<ul style="list-style-type: none"> ● The school retains a small ATS so that they can offer testing to pupils unable to test at home. 	✓	To be reviewed on pupil numbers.	L	
	<ul style="list-style-type: none"> ● Identify pupils who are able to have their first 3 tests on-site via the school's ATS will help them get used to the tests before they begin doing them at home. 3 tests (taken 3 to 5 days apart), starting from 8 March 2021 are organised. 	✓	Consent forms and messages gone out to parents.		
	<ul style="list-style-type: none"> ● Identify pupils who would not be able to be tested through an ATS but who could be tested at home by (or with support from) a suitably competent adult. These are provided home testing kits to them from the outset. These first 3 tests done at home (if not initially done via ATS) should be administered by the pupil or student's parent or carer (meaning the parent or carer should do the swab as well as the other steps). If the pupil or student feels confident enough in doing so and can do it effectively, they can self-swab from the fourth test onwards as long as they are supervised by an adult. 	✓	Consent forms and messages gone out to parents. Those who do not want to test in school but would like to test at home will be identified and individual conversations with parents about how to administer the test. Trained staff will be available to visit parents' home to discuss how to administer the test. This will be based on individual need.		
	<ul style="list-style-type: none"> ● Parental consents are obtained. The person giving the consent (parent or carer or the young person) is provided information of the risks and benefits of testing by the school Note: Even where consent has been received, if the individual at any point is not willing to participate in testing then that choice should be respected. 	✓	Consent forms and letters sent to parents 01/03/21. Phone calls to parents are identifying those who are likely to consent. Staggered opening of schools to take place w/c 8/03/21 to accommodate increased testing of pupils onsite.		L
	<ul style="list-style-type: none"> ● Ahead of home testing the parent or carer is signposted to appropriate training, including watching the approved video package which demonstrates how physical tests are conducted. 	✓	Class Dojo message and website updated to have videos.		
	<ul style="list-style-type: none"> ● Parents and carers are instructed to: <ul style="list-style-type: none"> ○ report their result to NHS Test and Trace as soon as the test is completed either online or by telephone as per the instructions in the home test kit ○ share their result, whether void, positive or negative to help with contact tracing. 	✓	Reminder to parents to be issued when home test kits are distributed.		

	<ul style="list-style-type: none"> • Appropriate action is taken by the school in the event of a parent / carer reporting a positive LFT test result. 	✓	Staff to report this to a member of SLT and then the established procedure for identifying and contract tracing will start.	
Home Lateral Flow Testing (LFT) (Staff)	<ul style="list-style-type: none"> • School staff have been appointed a “COVID-19 Coordinator” who will be responsible for: <ul style="list-style-type: none"> ○ communicating with stakeholders ○ ensuring staff are using the right instructions and that they sign for the test kits using the ‘test kit log’ ○ reporting incidents and carry out risk management ○ storing and reporting any required data ○ reordering tests when required They have read and understood the resources from the Primary portal. 	✓	MM is the coordinator.	L
	<ul style="list-style-type: none"> • The school has provided information to staff about the purpose and the process of the lateral flow testing including the recording of results. They are encouraged to take part. (See step 5 and model letter from the Govt. resources.) 	✓	Information shared on 05/03/21 in staff briefing. Guidance leaflet to be issued with each test kit.	
	<ul style="list-style-type: none"> • Staff are identified who wish to take part. This will include directly employed staff and non-directly employed peripatetic, catering and cleaning colleagues. Participants may join or leave the arrangement at any time. The two test days have been decided (3-4 days apart). (It is recommended that one of these test days is Monday.) 	✓	Test days: Sunday evening/Monday morning Wednesday night/Thursday morning.	
	<ul style="list-style-type: none"> • Staff are reminded that: <ul style="list-style-type: none"> ○ A negative LFT does not eliminate the possibility of an infection. In particular it will not detect individuals who are recovering from having had the virus. ○ A negative LFT does not allow the individual to pause compliance with covid rules within school, and social distancing and good hand hygiene outside the workplace. ○ The testing programme does not replace current (PCR) testing policy for those with symptoms. 	✓	Reminded during staff briefing 05/03/21 and 08/03/21. Letter drafted of what to do in the case of each type of result (positive, negative, void).	
	<ul style="list-style-type: none"> • Appropriate action is taken in the event of staff home results: <ul style="list-style-type: none"> ○ A negative test result ○ A positive test result ○ Two void test results 	✓	If negative, the member of staff attends school. If positive, the member of staff does not attend school and will need to follow guidance provided from the text message / email. Staff	

	<ul style="list-style-type: none"> • Staff are instructed to: <ul style="list-style-type: none"> ○ report their result to NHS Test and Trace as soon as the test is completed either online or by telephone as per the instructions in the home test kit ○ share their result, whether void, positive or negative to help with contact tracing. 		<p>should forward this message to admin@dlc email address or via their line manager to confirm they are positive. If twice void, the member of staff can either a) come in and be tested by a member of trained ATS staff wearing full PPE and they will be isolated until the result comes back. Or b) they will be encouraged to attend an asymptomatic testing site in the community and will come to school only after getting a negative result.</p>	
Hygiene – General	<ul style="list-style-type: none"> • Correct handwashing and good hygiene are followed by staff, pupils, visitors and contractors. Pupils wash their hands at the designated times during the day and after certain activities: <ul style="list-style-type: none"> ○ On arrival at school ○ After breaks and sport activities ○ When they change rooms ○ Early Years: after using wheeled bikes, trikes and other large, movable toys ○ Before cooking and eating ○ After sneezing or coughing ○ After using the toilet ○ Before leaving home <p>Note: Electric hand dryers may be used in schools</p> <ul style="list-style-type: none"> • A process is in place for removing face coverings when pupils and staff who use them arrive at school. Pupils are instructed not to touch the front of their face covering during use or when removing them. They must wash their hands immediately on arrival (as is the case for all pupils), dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom. 	<p>✓</p>	<p>Pupils are advised to wash / sanitise their hands. Hand sanitiser should be in every classroom and should be encouraged to be used when a new class comes in or periodically through the day. Sanitising points are at entry/exit points for the school and pupils encouraged to sanitise after break/lunch time.</p>	L
		<p>✓</p>	<p>Posters around school about hand hygiene. Designated hand washing areas for each bubble.</p>	

	<ul style="list-style-type: none"> For noting: School uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal. 	✓	Reminded in parents in communication home using Class Dojo. Staff reminded in morning briefing.	
	<ul style="list-style-type: none"> Posters are displayed in every classroom to be used, at the main entrance or front office, in places visible to those at the school gate if possible, in the staffroom and in all toilets and reminders given to pupils. Particular pupil groups are encouraged where possible not to touch their faces or to put objects in their mouths. 	✓	Posters updated to combat 'poster blindness'	
	<ul style="list-style-type: none"> Adequate soap / hand sanitizer and tissues are available for pupils and staff throughout the school and for visitors arriving at main reception. Soap and water is the preferred choice; hand sanitizer is used when the use of soap and water is not practical. Identified children are supervised with their use of hand sanitiser use given risks around ingestion. Small children and pupils with complex needs should continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes are used as an alternative. 	✓	All PPE including adequate amounts of hand sanitiser have been procured. Local Resilience Forum used to procure more when needed (David Thompson, NCC, order using the online system). Increased amount of wall and foot operated dispensers around school.	
	<ul style="list-style-type: none"> Arrangements for dealing with bodily fluids are in place. The risk assessment has been completed and appropriate disposal procedures are in place. 	✓	Arrangements are in place for bodily fluids, eg, sick.	
	<ul style="list-style-type: none"> The best choice of bins for used tissues is a lidded bin with a pedal as you will not need to physically touch the bin lid and the tissues will be safely stored. Lidded swing top type bins will require the person disposing of the tissue to touch the lid, potentially contaminating it. Although that person disposing the tissue should wash their hands afterwards, the next person to use the bin who is disposing general waste may not wash their hands afterwards and potentially contaminate their hands. Therefore if these are used then they should be only for the disposal of tissues and labelled as such perhaps with a reminder to wash their hands afterwards. Bins without lids shouldn't be used for tissues but can be used for general waste and/or paper towels used to dry hands after washing them. 	✓	Swing top bins are available	

	<p>Site staff / cleaners wash their hands after emptying the bins.</p> <ul style="list-style-type: none"> Sufficient ongoing enhanced cleaning in areas occupied by staff and pupils. (Areas that have not been not occupied and secured prior to the reopening fully do not need cleaning for infection control purposes). <p>A list of touch points and surfaces that will receive regular cleaning has been created. These will include door handles, WC flush handles, WC vanity surfaces, taps, push plates, dining tables, door and gate entry systems, photocopier control panels, banisters, chairs, light switches.</p> <p>Frequently touched surfaces and touch points are cleaned using sanitizing chemicals.</p> <p>The frequency of necessary cleaning has been identified. More frequent cleaning is required of rooms / shared areas that are used by different groups.</p>	✓	Cleaner onsite from 10am and has a regime of touch points that they routinely clean	
	<ul style="list-style-type: none"> Wherever possible contactless payments are accepted on site rather than cash. In the event that this isn't possible, office staff should wash or sanitise their hands immediately after handling any coins. 	✓	Not possible – staff to wash and/or sanitise hands before and after dealing with cash	
Hygiene – Classroom group bubble	<ul style="list-style-type: none"> Soft furnishings, soft toys and toys that are hard or impossible to clean (such as play dough or those with intricate parts) have been removed from use in rooms which more than one bubble group uses. 	✓	Some soft furnishings continue to be locked away. A disinfectant spray to clean soft furnishings has been procured and stored in the Thrive room.	L
	<ul style="list-style-type: none"> Unnecessary items are removed from classrooms and other learning environments where there is space to store it elsewhere as this reduces the amount of cleaning required. 	✓	Any unnecessary items to be stored in the KS3/4 reflection room. Classrooms to be checked by SLT.	
	<ul style="list-style-type: none"> Teaching staff may wish to clean articles or areas within the classroom during the school day e.g. books after being touched by pupils, touch points within their class, e.g. in the event a pupil has dropped a used tissue on a table: <p>It is safest that teaching staff use sanitising wipes for this purpose. If other cleaning chemicals are used then additional COSHH risk assessments, training and PPE may be required. These chemicals should be purchased in the dilution ready for use, kept in the original bottles and stored securely within the classroom.</p>	✓	Additional cleaning materials are available in the ART room PPE store boxes	
	<ul style="list-style-type: none"> Teachers wash or sanitise their hands before and after handling 	✓	Hand sanitiser available	

	<p>pupils' books.</p> <ul style="list-style-type: none"> Activities are avoided which involve passing items around a class where it does not contribute to pupil education and development. The sharing of books, other resources and equipment is avoided where possible. Staff and pupils have their own pencils and pens, which are not shared. Consider labelling items with pupils' names. 	✓	<p>Pupils have their own resources The sharing of books is limited Surface wipes available to clean shared items such as books Pupils have their own pencil cases Pupils in KS3 and KS4 expected to wipe down their desk/any equipment used using wipes at the end of lesson.</p>	
	<ul style="list-style-type: none"> Shared materials such as books and games and surfaces are cleaned and sanitised more frequently. Resources for activities such as painting, sticking, cutting, small world play, indoor and outdoor construction activities are washed before and after use. 	✓	<p>Pupils to wipe down their desks after each lesson, increased cleaning during the day from cleaning team.</p>	
	<ul style="list-style-type: none"> Resources that are shared between bubbles, such as sports, art and science equipment are cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles. 	✓	<p>Sports equipment cleaned between use with different bubbles. Science room cleaned before and after KS4 lessons.</p>	
	<ul style="list-style-type: none"> Pupils limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, books, stationery and mobile phones. Bags are allowed. 	✓	<p>Procedures in place to remove and return pupils belongings. No personal belongings allowed on pupils – they will have own set of stationary to use and look after.</p>	
	<ul style="list-style-type: none"> The amount of shared resources that are taken home are limited. 	✓	<p>Will be managed on an individual basis</p>	
	<ul style="list-style-type: none"> Ensure that reusable drinking cups are not shared between pupils. Consider replacing reusable drinking cups with disposable cups. 	✓	<p>Drinking bottles not used. Parents/pupils advised to bring their own bottle to school. Bottle water given to pupils at lunch. Disposable cups used in cases where pupil does not have their own bottle.</p>	
	<ul style="list-style-type: none"> Guidance is followed with any proposed singing in schools. 	✓	<p>No proposed singing</p>	
	<ul style="list-style-type: none"> Children and staff are encouraged to flush toilets with the lid down to avoid the possibility of an aerosol. Where there are toilets without lids in nurseries a temporary cover is placed over the toilet when staff have to flush nursery toilets. 	✓	<p>Where toilets have lids, they are reminded to flush toilets with lids down. Some toilets do not have lids, but toilets are in contained areas.</p>	
PPE (Reference)	<ul style="list-style-type: none"> Adequate necessary Personal Protective Equipment (PPE) is available for cleaning tasks, personal care, first aid and certain medical procedures. 	✓	<p>PPE available in each classroom</p>	L

	<ul style="list-style-type: none"> • Training and instruction have been provided for the putting on, removing and disposal of PPE. • Risk assessments in place for medical procedures have been reviewed in light of the pandemic (contact the medical professional who created or assisted with the creation of the risk assessment) and in particular noting whether any additional PPE is necessary. • Aerosol generating procedures (AGPs): Within education settings these are only undertaken for a very small number of children with complex medical needs, such as those receiving tracheostomy care. Staff performing AGPs in these settings follow Public Health England’s personal protective equipment (PPE) guidance on aerosol generating procedures, and wear the correct PPE which is: <ul style="list-style-type: none"> ○ a FFP2/3 respirator ○ gloves ○ a long-sleeved fluid repellent gown ○ eye protection 	<p>✓</p> <p>NA</p> <p>NA</p>	<p>Posters in rooms where PPE is stored</p>	
<p>Face coverings in school</p> <p>(Face coverings are instead largely intended to protect others, not the wearer, against the spread of infection because they cover the nose and mouth, which are the main confirmed sources of transmission of virus that causes coronavirus infection)</p>	<ul style="list-style-type: none"> • KS0/1/2: Face coverings (or only where necessary for communication purposes - transparent face coverings) are worn by staff and adult visitors in situations where social distancing between adults is not possible (for example, when moving around in corridors and communal areas). Face visors or shields are not worn as an alternative to face coverings. Note that some individuals are exempt from wearing face coverings. Face coverings are not necessary in the classroom even where social distancing is not possible. • KS3/4/5: It is recommended that face coverings should be worn by staff, pupils and students when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained. Face coverings do not need to be worn by pupils and students when outdoors on the premises. In those settings where pupils and students in year 7 and above are educated, face coverings should be worn in classrooms and during activities unless social distancing can be maintained. This does not 	<p>✓</p> <p>✓</p>	<p>All staff to wear face covering while moving around the school, including in the classroom, if staff can’t socially distance in classrooms. Pupils in KS2 and below are not required to wear a face covering.</p> <p>All staff to wear face covering while moving around the school, including in the classroom, if staff can’t socially distance in classrooms. Pupils in Year 7 and above are encouraged to wear a face covering while walking around school and even in classrooms, where they cannot socially distance. While undertaking strenuous activity, face coverings do not need to be worn. Activities are encouraged to take place outside.</p>	<p>L</p>

	<p>apply in situations where wearing a face covering would impact on the ability to take part in exercise or strenuous activity, for example in PE lessons.</p> <p>Pupils have been identified who are able to wear face coverings in these circumstances, and are able to follow instructions in their safe usage.</p> <ul style="list-style-type: none"> Staff will now have access to face coverings due to their increasing use in wider society. <p>In the event that the Head Teacher recommends face coverings in circumstances identified above and where staff or visitors are struggling to access a face covering, or where they are unable to use their face covering due to having forgotten it or it having become soiled or unsafe, a small contingency supply available to meet such needs. </p>			
	<ul style="list-style-type: none"> Instructions are displayed / provided for wearers of face coverings of the correct way– available as a list here and an infographic here. 	✓	Posters up around school	
Reducing number of touchpoints	<ul style="list-style-type: none"> Touchpoints are reduced by propping open non-fire doors. Fire doors can only be held open throughout the school day with dedicated automatic closing devices. 	✓	Most doors are fire doors, so not applicable Windows are to be opened and staff encouraged to keep windows open	L
	<ul style="list-style-type: none"> Only use touch screen signing in systems if it can be ensured that only the bar code reader is used or hands are sanitised straight afterward after touching and the screens are cleaned on a regular basis at appropriate times. 	✓	Signs in place on their use	
	<ul style="list-style-type: none"> Consider whether drinking fountains need to be taken out of action. 	✓	No fountains but water dispensers. Signage up around water fountains on their use. Staff/pupils expected to sanitise hands before and after use	
Site to site visits	<ul style="list-style-type: none"> Staff who travel from school to another site during work hours for work purposes (i.e. not the commute) on public transport have been provided surgical face masks or the following information: https://www.gov.uk/government/publications/how-to-wear-and-make-a-cloth-face-covering/how-to-wear-and-make-a-cloth-face-covering 	✓	Face coverings available	L
Contracting / transmitting Covid-19 – including the “Bubble” Model				
Parents and pupils	<ul style="list-style-type: none"> Parents/carers and pupils are encouraged to walk or cycle to the 	✓	Shared in correspondence to parents –	L

travelling to school	school where possible.		included on tutor checklist to parents to ask how pupil is travelling to and from school. Poster up advising pupils to walk, cycle, scoot. Also reminded in assembly 08/09/2020	
	<ul style="list-style-type: none"> The school has considered how pupils arrive at school, and how to reduce any unnecessary travel on coaches, buses or public transport where possible. Consider staggered start times to enable more public transport journeys to take place outside of peak hours. Discussions are had with parents around their possible use of their own vehicle to transport their child. 	✓	Considered – 3 entrances/exits are to be used for the 2 bubbles we have in school Correspondence with parents via letters and phone calls on how they are not to enter the school but how they can drop off/pick up their child Assemblies to remind pupils of using public transport.	
	<ul style="list-style-type: none"> The school has worked with Transport Services to establish safety measures. A range of measures is used for dedicated school transport services: <ul style="list-style-type: none"> Where possible transport bubbles reflect the bubbles that are adopted with school. Hand sanitiser is used upon boarding and/or disembarking. Additional cleaning of vehicles is undertaken. Organised queuing and boarding is in place where possible. Distancing within vehicles is in place wherever possible. The use of face coverings for children over the age of 11, where appropriate - for example if they are likely to come into very close contact with people outside of their group or who they do not normally meet. Identify where it might be necessary to provide additional dedicated school transport services. 	NA		
	<ul style="list-style-type: none"> Families using public transport are referred to the safer travel guidance for passengers: https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers 	✓	Shared in correspondence and phone calls to parents. Link on school website	
Organising the school day	<ul style="list-style-type: none"> Drop-off and collection times are staggered but these should not reduce the amount of overall teaching time. Specific arrangements are determined where parents/carers have children in different year groups. 	✓	3 x entrances for each Key Stage – each bubble will arrive/leave from their set entrance and exit.	L
	<ul style="list-style-type: none"> Parents/carers' drop-off and pick-up protocols that minimise adult to adult contact are in place. Parents/carers are instructed not to 	✓	Letters to parents state they should stay away from the main door and pupils will be taken outside to them. Verbal reminder given to	

	<p>congregate in groups on, or directly outside the school premises.</p> <ul style="list-style-type: none"> Break times including lunch are staggered so that all pupils are not moving around the school at the same time. 	✓	<p>parents by class tutor.</p> <p>Considered – any shared spaces to be used on a rota'd basis so bubbles do not mix.</p>	
Foyer / Reception	<ul style="list-style-type: none"> Consider marking the ground directly outside the front entrance with tape or temporary paint at 2 metre intervals and display instructional signage. 	X	No current need – but open to review	L
	<ul style="list-style-type: none"> Consider marking the floor of the foyer with tape at 2 metre intervals, and in doing so identify how many individuals (or pairs of individuals from the same household) can safely be present in the foyer at any one time. <p>Instructional signage is displayed.</p> <p>Office staff to only allow this identified number into the foyer in at any one time – the front entrance door will need to be on the door entry control system if installed.</p>	✓	Signage displayed of the foyer procedures	
	<ul style="list-style-type: none"> Existing reception screens are kept in the closed position wherever possible. Floor markings are installed if screens are not in place and there is no other barrier preventing the visitor approaching 2 metres from the receptionist. (Note that 1 metre distance is acceptable where screens are fitted) 	✓	Screens in place	
Office (Reference)	<ul style="list-style-type: none"> Consider splitting administration staff with staff working from home on alternate days. For larger teams fixing these splits (cohorting), so that where contact is unavoidable, this happens between the same individuals. 	✓	Rota previously in place – reduction in team, not in place currently	L
	<ul style="list-style-type: none"> The office layout has been examined such that workstations that are usable at the same time (i.e. 2 metres apart) have been identified. <p>If the proposed workstations are closer than 2 metres (but at least 1 metre) and the office activity needs to continue in this manner, all the following actions must be undertaken where possible to reduce the risk:</p> <ul style="list-style-type: none"> Further increasing the frequency of hand washing and surface cleaning. Keeping the activity time involved as short as possible. Using screens or barriers to separate people from each other. Using back-to-back or side-to-side working (rather than face to- 	✓	Procedure discussed with staff	

	face).			
	<ul style="list-style-type: none"> Hot desks are avoided where possible. Where not possible, workstations are cleaned in between use. 	✓	Staff to discouraged from hot desking. Where this is necessary, PPE / surface wipes available	
Meeting rooms	<ul style="list-style-type: none"> Remote working tools (Teams, Zoom, Meet) are used to avoid in-person meetings where possible. 	✓	When invited to meetings we will encourage these to be remote with external agencies	L
	<ul style="list-style-type: none"> Only absolutely necessary participants physically attend meetings and they maintain social distancing guidelines (2m, or 1m with risk mitigation where 2m is not viable). 	✓	Expectations shared with staff who are attending any face to face meetings.	
	<ul style="list-style-type: none"> Pens, documents and other objects are not shared. 	✓	Expectations shared with staff who are attending any face to face meetings	
	<ul style="list-style-type: none"> Hand sanitiser is provided in meeting rooms. 	✓		
	<ul style="list-style-type: none"> Meetings are held outdoors or in well-ventilated rooms whenever possible. 	✓		
	<ul style="list-style-type: none"> For areas where regular meetings take place, floor signage is used to help people maintain social distancing. 	✓		
Staff room	<ul style="list-style-type: none"> Use of staff rooms should be minimised, although staff must still have a break of a reasonable length during the day. Staff can continue to use the staff room if they apply social distancing measures: <ul style="list-style-type: none"> Identify seating that can be used 2 metres apart. Back to back seating is preferred. Tape off other seating. Stagger staff breaktimes Instruct staff not to congregate at the kitchen area. 	✓	Only 3 in at any one time. Staggered lunch for staff to stop mixing of bubbles. Seats to be taped off that can't be used (soft furniture). Tables moved to be appropriately distanced Encourage staff to eat in their main working space	L
	<ul style="list-style-type: none"> Notices promoting hand hygiene and social distancing are visibly placed in the staff room. 	✓	Signs in staffroom	
Corridors	<ul style="list-style-type: none"> Movement around the school site is kept to a minimum. Busy corridors, entrances and exits are avoided. Staggered break times and lunch times are considered as necessary. 	✓	Building is small. KS2 will stay within their area, only going to canteen, if necessary, and using outside space for break/lunch, but separate from KS3/4. KS3 and KS4 will join to be 1 bubble as of 02/11/20. Rationale behind this has been KS4 has had a limited experience at school, including recreation times and this becoming detrimental to them.	L

	<ul style="list-style-type: none"> Consider one-way circulation, or place a divider down the middle of the corridor to keep groups apart as they move through the setting where spaces are accessed by corridors. 	✓	People walk on the left through corridors.	
Classrooms and pupil groups	<ul style="list-style-type: none"> Small adaptations are made to the classroom to support distancing where possible. This include: <ul style="list-style-type: none"> seating pupils side by side and facing forwards, rather than face to face or side on. moving unnecessary furniture out of classrooms to make more space if necessary. 	✓	Forward facing tables Single table per pupil, distanced apart from others Extra space has been created in rooms, where possible.	L
	<ul style="list-style-type: none"> There is no need for class sizes to be adjusted from the usual size. Bubbles of an appropriate size to achieve the greatest reduction in contact and mixing are defined. These do not affect the quality and breadth of teaching or access for support and specialist staff and therapists. The following is noted: Using small groups reduces the transmission risk but can restrict the normal operation of education and present educational and logistical challenges. However, when using larger groups, the other measures from the system of controls become even more important. 	✓	Class sizes will return to the normal amount. 2 bubbles will be in school - primary and secondary.	
	<ul style="list-style-type: none"> Maintaining a distance between people whilst inside and reducing the amount of time they are in face to face to contact lowers the risk of transmission. However, this is not always possible, particularly when working with pupils with complex needs, or those who need close contact care. It is recognised that pupils with complex needs will not be able to maintain social distancing and it is acceptable for them not to distance within their group. Pupils that are able should be encouraged to keep their distance within groups. As the average number of pupils or students attending a special school is much lower than the average number in a mainstream school, and this in itself, will help to limit the number of contacts for any individual. Educational and care support is provided for these children and young people as normal, with other increased hygiene protocols in place to minimise risk of transmission. 	✓	Current maximum class sizes of 6 pupils Expectation on staff to observe a 2m distance with their colleagues and pupils.	

	<ul style="list-style-type: none"> All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the timetable and specialist provision but minimise the number of interactions or changes wherever possible. <p>Staff who deliver interventions or care involving close contact across groups are particularly rigorous about hand washing and respiratory hygiene (catch it, bin it, kill it). (Additional PPE compared to what they would normally use for those interventions, is not recommended).</p> <p>Note: In the event that a member of staff develops coronavirus symptoms and tests positive then their close contacts across all these bubble groups may need to be sent home to self-isolate.</p>	✓	Any 121 sessions taking place between staff and pupils to be done so observing 2 m distance and kept as short as possible. Ensure room is large enough to allow this distancing.	
	<ul style="list-style-type: none"> The bubble groups (pupils) do not mix with other bubble groups throughout the school day where possible. Wider groups are allowed for specialist teaching where necessary. 	✓	The two bubbles do not mix. Some staff are able to move between bubbles – but must adhere to strict preventative measures: hands, face, space, asymptomatic testing and vaccine rollout.	
	<ul style="list-style-type: none"> Classrooms are accessed directly from outside where possible. 	NA	Not possible.	
	<ul style="list-style-type: none"> Pupils occupy the same classroom throughout the school day where possible. Where unavoidably different groups of pupils use the same classroom at different times, the area is cleaned adequately in between their occupancy. 	X	Classrooms will not be used between bubbles – primary should not use secondary classrooms. If this was to be the case, classroom to be cleaned before and after use and equipment cleaned or quarantined for 48 hours (72hrs for plastic)	
	<ul style="list-style-type: none"> Pupils who routinely attend more than one setting on a part time basis have been identified and additional measures put in place as necessary. 	✓	KS4 are timetabled to have 1 day a week at an external provider. The provider will have their own COVID-19 risk assessment which we have a copy of.	
Lunchtime arrangements	<ul style="list-style-type: none"> A range of measures are considered and implemented to reduce the risk of transmission and contamination: <ul style="list-style-type: none"> Lunches are served and eaten within the bubble classroom Several lunch sittings are organised. The hall is zoned such that two or more groups may use it at the same time, with timings staggered so that different bubbles are not queuing whilst waiting to be served at the same time. Separate waste stations are provided. Social distancing between bubbles can be encouraged with the following measures: folding hall partition dividers, freestanding screens or floor markings. 	✓	Hot dinners will be started w/c 8/03/21. Food will be delivered to classrooms. If this does not work, we will revert back to packed lunches being delivered to classrooms. Lunch rota in place – each key stage bubble to remain separate.	L

	<p>The ability of pupils to follow the social distancing rules has been taken into account within these measures.</p> <ul style="list-style-type: none"> ○ Midday Supervisors are allocated to the lowest number of consistent bubble groups. ○ Suitable cleaning for infection control purposes is undertaken between any bubble groups usage of a space (mandatory). 			
Curriculum: KS 1 and KS2 Science and D&T	<ul style="list-style-type: none"> ● CLEAPSS guides are followed as necessary: <ul style="list-style-type: none"> ○ P110 Practical activities in a bubble ○ P104 Managing hands-on activities in schools in locally locked down areas ○ P112 Practical activities for children in locally locked down areas. 	✓		L
Curriculum: KS3 and KS4 Science	<ul style="list-style-type: none"> ● CLEAPSS guides are followed as necessary: <ul style="list-style-type: none"> ○ GL343 - Guide to doing practical work during the COVID-19 pandemic - Science - Version 2.04 - 20/08/20 ○ GL336 - Advice for schools with only key worker pupils on site ○ GL338 - Practical activities for pupils attending school during extended periods of closure ○ GL339 - Practical activities for pupils at home during extended periods of school closure ○ GL345 - Guidance for science departments returning to school after an extended period of closure ○ GL352 - Guidance for practical work in non-lab environments ○ GL353 - Guidance for schools where pupils spend all day in a lab 	✓		L
Curriculum: KS3 and KS4 D&T, food & art	<ul style="list-style-type: none"> ● CLEAPSS guides are followed as necessary: <ul style="list-style-type: none"> ○ GL344 Guide to doing practical work during the COVID-19 Pandemic; D&T, food & art, version 2.2, 24/08/20 ○ GL354 Managing Practical Work in non-specialist rooms ○ GL348 practical DT activities for pupils at home ○ GL347 returning to school after an extended period of closure ○ GL355 Using workshops, food rooms and art studios for alternative activities ○ GL356 Guidance for spending all day in a practical room ○ GL360 Advice for schools with small numbers of pupils on site 	✓		L
Curriculum: School Sport	<ul style="list-style-type: none"> ● PE, sport and physical activity provided by schools to their own pupils under their systems of control can continue. This includes sports clubs or activities before or after school, in addition to their 	✓		L

	<p>regular PE lessons. Competition between different schools do not take place, in line with the local restrictions on grassroots sport.</p> <ul style="list-style-type: none"> Contact sports are avoided. The school only provides team sports on the list available at return to recreational team sport framework. Activities such as active miles, making break times and lessons active and encouraging active travel help to enable pupils to be physically active while encouraging physical distancing. 	✓		
	<ul style="list-style-type: none"> Distancing is maximised between pupils as much as possible during all activities. 	✓	Class sizes of up to 12 Outdoor ball court and field used.	
	<ul style="list-style-type: none"> Pupils are kept within their bubble groups. Multiple bubble groups may use outdoor space at the same time providing they is a significant distance from each other at all times and equipment is not shared. 	✓	No mixing of pupils between bubbles.	
	<ul style="list-style-type: none"> Scrupulous attention is paid towards cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise. Sports equipment thoroughly cleaned (or kept in quarantine for 72 hours) between each use by different individual groups. 	✓	Materials available to clean down equipment and area if indoors. Where possible, equipment is quarantined for 72 hours and not used between bubbles.	
<p>Curriculum: Music, dance and drama in school</p> <p>PHE Safer Singing Reference</p>	<ul style="list-style-type: none"> Music, dance and drama continues as part of the school curriculum, noting that there is an additional risk of infection in environments where singing, chanting, playing wind or brass instruments, dance or drama takes place. 	✓	Music teaching delivered by the Nottingham Music Hub will continue, socially distanced and only with primary bubble. There are no plans to sing, or use brass/woodwind instruments, to dance or drama.	L
	<ul style="list-style-type: none"> Singing, wind and brass playing do not take place in larger groups such as choirs and ensembles, or assemblies unless significant space, natural airflow and strict social distancing and mitigation can be maintained. In smaller groups strict social distancing is observed. 	✓	There are no plans to sing, or use brass/woodwind instruments, dance or drama.	
	<ul style="list-style-type: none"> Particular care is taken in music, dance and drama lessons to observe social distancing where possible. This may limit group activity in these subjects in terms of numbers in each group. It will 	✓	Music lessons will allow for pupils to be spaced apart.	

	<p>also prevent physical correction by teachers and contact between pupils in dance and drama.</p> <ul style="list-style-type: none"> Any background or accompanying music is kept to levels which do not encourage teachers or other performers to raise their voices unduly. If possible, microphones are used to reduce the need for shouting or prolonged periods of loud speaking or singing. Playing instruments and singing in groups take place outdoors wherever possible. If indoors, a room is used with as much space as possible, for example, larger rooms; rooms with high ceilings are expected to enable dilution of aerosol transmission. If playing indoors, limiting the numbers to account for ventilation of the space and the ability to social distance. It is important to ensure good ventilation. Shared equipment is avoided wherever possible. Name labels on equipment have been considered to help identify the designated user. Handling of music scores, parts and scripts is limited to the individual using them. If instruments and equipment have to be shared, they are disinfected regularly. Increased handwashing is undertaken before and after handling equipment, especially if being used by more than one person. The number of suppliers when hiring instruments and equipment is limited. Hired equipment, tools or other equipment is cleaned on arrival and before first use. 	✓	All teaching staff should keep music at an appropriate level.	
		✓		
		✓	Equipment is not shared during the session. Equipment adequately cleaned / quarantined for 48 (72 hours for plastic) between use. Hand sanitiser available for before and after lessons.	
		✓	No plans to hire instruments or equipment	
School hall	<ul style="list-style-type: none"> Large gatherings such as assemblies or collective worship with more than one bubble group are avoided. Halls, dining areas and internal and external sports facilities for exercise may be used by single bubble groups with adequate cleaning between the groups. 	✓	Assemblies will take place in classrooms and delivered remotely.	
		✓	Hall used by single bubble group and cleaned between bubbles. Dining area not in use while packed lunches are in place.	L
Pupil toilets	<ul style="list-style-type: none"> Wherever possible, individual groups of pupils (the bubble) are allocated their own toilets. This ideally would be their own toilet block. Alternatively, a set of cubicles and sinks could be divided into two where two classrooms share a single block and signage displayed (consider maturity of pupils in following these rules). However, different groups don't need to be allocated their own toilet 	✓	Each bubble has their own designated toilet in their area.	L

	blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet.			
Playground and school field	<ul style="list-style-type: none"> The school makes use of outdoor spaces to support delivery of the curriculum – outdoor education can limit transmission and more easily allow for distance between pupils and staff. 	✓	Encouraged teachers and support staff to use outdoor spaces.	L
	<ul style="list-style-type: none"> The use of play equipment is examined, ensuring it is appropriately cleaned between groups of children using it, and that multiple groups do not use it simultaneously. 	✓	Cleaning materials available to clean equipment after use.	
	<ul style="list-style-type: none"> Pupils playing outside are encouraged to undertake non-touch activities wherever possible. Groups of pupils do not mix. 	✓	Pupils will not mix from different bubbles	
Lack of air changes / ventilation	<ul style="list-style-type: none"> Mechanical ventilation systems have been adjusted to increase the ventilation rate wherever possible, and checked to confirm that normal operation meets current guidance (if possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply). Further advice available here (HSE) and here (CIBSE). 	✓	All air conditioning units use a fresh air supply, but still recommending to only use when necessary. Open a window for ventilation if possible.	L
	<ul style="list-style-type: none"> Natural ventilation is used to help reduce the risk of spreading coronavirus: <ul style="list-style-type: none"> Opening windows (in cooler weather windows should be opened just enough to provide constant background ventilation, and opened more fully during breaks to purge the air in the space). Opening internal doors (note that this also has the benefit of reducing touch points). Opening external doors where there are no security concerns and where it doesn't create uncomfortable drafts. 	✓	Windows are encouraged to be opened. Most doors in the school are fire doors, but those that can be left opened, will be.	
	<ul style="list-style-type: none"> To balance the need for increased ventilation while maintaining a comfortable temperature, the following measures should also be used as appropriate: <ul style="list-style-type: none"> Opening high level windows in preference to low level to reduce draughts Increasing the ventilation while spaces are unoccupied (e.g. before and after classes, during break and lunch) 	✓	Outdoor coats will be permitted in rooms where the temperature is considerably cooler.	

	<ul style="list-style-type: none"> ○ Providing flexibility to allow additional, suitable indoor clothing. ○ Rearranging furniture where possible to avoid direct drafts. <ul style="list-style-type: none"> ● Heating is used as necessary to ensure comfort levels are maintained particularly in occupied spaces. 	✓	Reminder in briefing 05/03/21. Reminder sent to staff 6/11/20 asking them to keep windows open.	
Breakfast and After School Clubs (Reference)	<p>From 8th – 29th March:</p> <ul style="list-style-type: none"> ● Parents and carers will only be able to access settings for certain essential purposes. Before and after school provision including allowed indoor and outdoor sports (see Sport section) to support pupil’s wider education is provided to: <ul style="list-style-type: none"> ○ vulnerable children and young people ○ other children, where the provision is: <ul style="list-style-type: none"> – reasonably necessary to enable their parents and carers to work, search for work, undertake education or training or – so that they attend a medical appointment or address a medical need, or attend a support group. 	NA	Breakfast food is provided but not by a club. Staff within bubbles can make toast and give fruit to pupils.	L
	<p>From 29th March:</p> <ul style="list-style-type: none"> ● Outdoor provision is made available to all children, without restrictions on the purpose for which they may attend. ● Indoor provision is made available to: <ul style="list-style-type: none"> ○ vulnerable children and young people ○ children on free school meals, where they are attending as part of the DfE’s holiday activities and food programme ○ other children, where the provision is: <ul style="list-style-type: none"> – reasonably necessary to enable their parents and carers to work, search for work, undertake education or training, or attend a medical appointment or address a medical need, or attend a support group. 	NA	No after school clubs	
	<ul style="list-style-type: none"> ● Schools keep children within their day bubbles where possible in these clubs. Siblings may be kept together. If it is not possible to maintain bubbles being used during the school day then small, consistent groups are used. <p>Decisions on group sizes in the setting are based on:</p> <ul style="list-style-type: none"> ○ the current government guidance on social distancing ○ the ability of the children in attendance to maintain social distancing and practise hand hygiene 	NA		

	<ul style="list-style-type: none"> ○ the age of the children in attendance ○ nature of your activity or provision (for example, static, classroom set-up rather than an activity that requires a range of movement) ○ the size or layout of your premises ○ the ability to ventilate your premises effectively with fresh air 			
	<ul style="list-style-type: none"> ● Where parents are using external childcare providers or out of school extra-curricular activities for their children, they are: <ul style="list-style-type: none"> ○ advised to limit their use of multiple out-of-school settings providers, and to only use one out-of-school setting in addition to school as far as possible. ○ encouraged to check providers have put in place their own protective measures ○ sent the link to the guidance for parents and carers 	✓	Parents advised to contact school about their children who attend after school clubs. Guidance issued on website for parents to read.	
	<ul style="list-style-type: none"> ● Risk assessments / covid-safe procedures are requested from external bodies or organisations such as external coaches or after-school or holiday clubs. In doing so, the schools should ensure that they complement the school's risk assessment measures and they have had due regard to any other relevant government guidance. 	✓	No planned hiring of school facilities.	
Operational issues				
Availability of staff	<ul style="list-style-type: none"> ● Trained staff are available to support pupil personal needs e.g. <ul style="list-style-type: none"> ○ lifting, use of hoists ○ intimate care ○ managing medical needs including medicines 	✓	Staff in place with updated certificates for managing medical needs including medicines.	
	<ul style="list-style-type: none"> ● The school has considered building resilience where a small staff cohort has specialist skills and training so that in the event of staff absence due to self-isolation the school can operate as normal. 	✓		L
	<ul style="list-style-type: none"> ● Sufficient Physical Intervention trained staff are on site (see "other issues" below) 	✓	RPI training for 14 members of key staff on 02/09/20	
	<ul style="list-style-type: none"> ● Contingency plans have been explored in the event that key members of staff are unavailable to work e.g. they are self-isolating. 	✓	Scenarios have been explored to identify key staff and what to do in the event of certain people having to self-isolate.	
Supervision	<ul style="list-style-type: none"> ● Supervision ratios are met (for identified individual pupils) 	✓		L
First Aid	<ul style="list-style-type: none"> ● Adequate number of first aiders (FAW / EFAW) are on site. 	✓	We have 3 staff registered as the school's first aiders:	L

			<ul style="list-style-type: none"> JJ JHJ EH Certificates are in date.	
Catering	<ul style="list-style-type: none"> Assurance has been obtained that the school's catering provider complies with the guidance for food businesses on coronavirus. 	✓		L
Site Health and Safety Concerns (General)				
Legionella	<ul style="list-style-type: none"> Rarely used outlets have been identified taking into account current usage of taps. 	✓	Flushing has resumed to once a week as school has reopened fully.	L
Fire Procedures	<ul style="list-style-type: none"> Fire drills are undertaken as normal. 	✓	Last fire drill took place 30/09/20	L
	<ul style="list-style-type: none"> No changes are required to the fire evacuation procedures apart from the assembly point is organised with 2 metre social distancing between the bubble groups. (Social distancing is not <i>required</i> between anyone during the evacuation and between members of the same bubble group at the assembly point). 	✓		
Personal Health and Safety Concerns (General)				
Pupil Behaviour (Reference)	<ul style="list-style-type: none"> The school behaviour policy has been updated to reflect current rules and routines, setting clear, reasonable and proportionate expectations of pupil behaviour. These have been communicated to staff, pupils and parents/carers. The consequences for poor behaviour and deliberately breaking the rules and how they will enforce those rules including any sanctions have been set out clearly at the earliest opportunity. This is particularly the case when considering restrictions on movement within school and new hygiene rules (see also SEND and welfare sections below). 	✓ - ongoing	Policy reviewed w/c 01/03/21 Pupil behaviour reminded in assembly and messages on Class Dojo. Pupils who spit or use saliva as a sensory stimulant, face visors are available.	L
Pupils (Reference)	<ul style="list-style-type: none"> Individual pupil risk assessments are subject to regular reviews noting any behavioural changes with the pupil on site. Staff working with pupils who spit uncontrollably should wash their hands than other staff. Face shields are considered as a possible control measure (contact your Safety Adviser). 	✓ - ongoing	Policy reviewed w/c 01/03/21 Pupil behaviour reminded in assembly and messages on Class Dojo. Pupils who spit or use saliva as a sensory stimulant, face visors are available.	L

	<p>Pupils who use saliva as a sensory stimulant or who struggle with hand hygiene may also need more opportunities to wash their hands.</p> <ul style="list-style-type: none"> • Pupils with SEND (whether with EHC plans or on SEN support) have been identified who need specific help and preparation for the changes to routine. Staff should plan to meet these needs, for example using social stories. • Equipment is identified that is used in the delivery of therapies, for example, physiotherapy equipment or sensory equipment. The ability to withstand cleaning and disinfecting between each use before it is put back into general use is determined. Where cleaning or disinfecting is not possible or practical, resources are: <ul style="list-style-type: none"> ○ restricted to one user ○ left unused for a period of 48 hours (72 hours for plastics) between use by different individuals 	<p>✓</p> <p>NA</p>	<p>SEN pupils identified.</p>	
<p>Staff welfare and staff redeployment</p>	<ul style="list-style-type: none"> • Governing boards and school leaders have regard to staff (including the Head Teacher) work-life balance and wellbeing. Schools should ensure they have explained to all staff the measures they are proposing putting in place and involve all staff in that process. • Schools have considered the potential concerns of staff who may be reluctant or anxious about returning to school and the right support is in place to address this. This may include staff who are in health categories, in BAME groups or families that have been personally affected. The school has discussed their concerns and provide reassurance of the measures they are putting in place to reduce the risk in school. • Wellbeing support for all staff is in place and also for those that require additional support (ref: HR Trauma process and Bereavement Policy). • Telephone counselling services are available. 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>See above. EAP has been shared with staff in briefing. Individual conversations are welcomed by colleagues wishing to talk about their individual concerns. If staff request a break during work times for welfare purposes, staff can alert a member of SLT and take a break.</p> <p>The school will undertake a staff risk assessment for staff that have individual health issues that don't fall into the government's categories.</p> <p>Health Assured available</p> <p>Health Assured available</p>	<p>L</p> <p>L</p>

	<ul style="list-style-type: none"> • Appropriate support and contact is provided to staff who are home working, particularly for extended periods of time. https://www.nhs.uk/oneyou/every-mind-matters/coronavirus-covid-19-staying-at-home-tips/ • Teaching assistants may be deployed to lead groups or cover lessons, under the direction and supervision of a qualified, or nominated, teacher. • Managers have discussed and agreed any changes to staff roles with individuals. Planning builds in the need to avoid increases in unnecessary and unmanageable workload burdens. This could include a review of existing practices in this respect and schools may wish to draw on DfE’s workload reduction toolkit. DfE has also published a range of resources, including case studies to support remote education and help address staff workload, this includes case studies on managing wellbeing. Where staff have been temporarily redeployed to different roles, they have the appropriate skills, expertise and experience to carry out the work. 	<p>✓</p> <p>✓</p> <p>✓</p>		
<p>Pupil welfare and mental health support (Reference)</p>	<ul style="list-style-type: none"> • Where pupils, parents and households are reluctant or anxious about attending school their concerns are discussed and reassurance provided on the measures you are putting in place to reduce any risks. Pupils may include those who: <ul style="list-style-type: none"> ○ have themselves been shielding previously but have been advised they no longer need to shield ○ live in a household where someone is clinically vulnerable (CV) or CEV ○ are concerned about the possible increased risks from coronavirus • Pupils are identified who are reluctant or anxious about attending or who are at risk of disengagement and develop plans for re-engaging them, putting particular emphasis on: <ul style="list-style-type: none"> ○ disadvantaged and vulnerable children ○ pupils who were persistently absent prior to the pandemic ○ pupils who have not engaged with school regularly during the pandemic 	<p>✓</p>	<p>Teachers are available for over the phone support and the attendance team are available to discuss with severely anxious school refusers and parents to support with school attendance. Alternatives to be considered such as reduced timetables to support in pupil attendance and routine.</p>	<p>L</p>

	<p>Ref: Wellbeing for Education Return programme</p> <ul style="list-style-type: none"> • The school considers pastoral and extra-curricular activities to: <ul style="list-style-type: none"> ○ support the rebuilding of friendships and social engagement ○ address and equip pupils to respond to issues linked to coronavirus ○ support pupils with approaches to improving their physical and mental wellbeing • Pastoral support is offered to pupils who are: <ul style="list-style-type: none"> ○ self-isolating ○ shielding ○ vulnerable <p>• The pandemic may lead to some pupils experiencing bullying, discrimination or harassment, for example due to their ethnicity or nationality, or perceived illness. This is monitored and appropriate proactive and reactive measures taken.</p>	<p>✓</p>	<p>Pupils and parents are able to speak to teachers about their concerns initially. Within school, our Wellbeing Team are tackling pupil anxiety and concerns with pupil wellbeing and their mental health. School counsellor available. Key workers available for pupils. Intervention referral pathways are available for staff for staff to identify pupils and notify the wellbeing team.</p> <p>Behaviour policy updated to reflect discrimination from the outcome of the pandemic.</p>	
Other Issues				
Remote Education	<ul style="list-style-type: none"> • Remote education plans are in place for individuals or groups of self-isolating pupils or because they are complying with clinical or public health advice. Pupils have access to remote education as soon as reasonably practicable, which may be the next school day. The remote education provided is equivalent in length to the core teaching pupils would receive in school and includes recorded or live direct teaching time, as well as time for pupils to complete tasks and assignments independently. As a minimum the following is provided: <ul style="list-style-type: none"> ○ Key Stage 1: 3 hours a day on average across the cohort, with less for younger children ○ Key Stage 2: 4 hours a day ○ Key Stage 3/4: 5 hours a day 	<p>✓</p>	<p>Remote education will be available for pupils who are not in school due to being told to isolate or not be in (eg, CEV). Remote education policy in place and on school website.</p>	<p>L</p>
	<ul style="list-style-type: none"> • Systems are in place for checking, daily, whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern 	<p>✓</p>	<p>Remote Education Lead: KH</p>	<p>L</p>

	A named senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education is appointed.			
Training certificates that have expired during the partial closure.	<ul style="list-style-type: none"> Expired group and individual training certificates have been identified. <p>Some training may be available via virtual learning (Teams, Zoom, Meet)</p> <p>Some refresher requalification training may be available via eLearning.</p>	✓		
	<ul style="list-style-type: none"> FAW or EFAW certificates that expired after 16 March 2020 can remain valid until 31 October 2020 or 6 months from date of expiry, whichever is later. All requalification training for these certificates should be completed by 31 March 2021. <p>The validity of current paediatric certificates first aid certificates which expired on or after 16 March 2020 can be extended to 25 November 2020 at the latest.</p>	✓	<p>We have 3 staff registered as the school's first aiders:</p> <ul style="list-style-type: none"> JJ JHJ EH <p>They all attended training on 07/11/2018 and will need it refreshed by 07/11/2021.</p>	L
	<ul style="list-style-type: none"> For the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training. 	✓	DSL certificates up to date. Expires 05/11/21.	
Incident Reporting	<ul style="list-style-type: none"> A case of disease is recorded via the school's incident reporting system and to the HSE (via RIDDOR) where a confirmed diagnosis of COVID-19 is likely to have been caused by an occupational exposure, that is, whether or not there is reasonable evidence that a work-related exposure is the likely cause of the disease. <p>https://notifications.hse.gov.uk/riddorforms/Disease (Contact your Safety Adviser for advice)</p>	✓	Guidance has been issued to all Heads as at 11/06/2020 regarding system updates and Head is aware of the need to report to RIDDOR.	L
Safeguarding	<ul style="list-style-type: none"> DSL or a deputy always available during school hours for staff. (Note the potential for school leaders to self-isolate) 	✓		
	<ul style="list-style-type: none"> DSLs (and deputies) are provided with more time to help them provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children's social care and other agencies where these are appropriate, and agencies and services should prepare to work together to actively look for signs of harm. 	✓	Weekly meetings for all DSL's reinstated, including remotely via Teams.	L

	<ul style="list-style-type: none"> If a vulnerable pupil is required to self-isolate, the school: <ul style="list-style-type: none"> notifies their social worker (if they have one) agrees with the social worker the best way to maintain contact and offer support checks if a vulnerable pupil is able to access remote education support supports them to access it (as far as possible) regularly checks if they are accessing remote education 	✓	Procedures in place to notify support workers or people with parental responsibility of requirements to self-isolate.	
School Meals	<ul style="list-style-type: none"> The school continues to provide free school meal support to pupils who are eligible for benefits related free school meals and who are learning at home during term time. 	✓	Hot meals are now available for pupils onsite and those who are free school meals will be provided with one. Those self-isolating and are free school meals will be eligible to receive a food parcel, provided by our catering provider, NCC.	L
Reviews	<ul style="list-style-type: none"> Regular reviews are undertaken on the effectiveness of the control measures and plans and changes are made accordingly. The school follows any forthcoming instructions from the employer, government advice, and national or local directions from Public Health England. 	✓	The RA is to be reviewed weekly with the Trust Operations Manager	L
	<ul style="list-style-type: none"> Updates are highlighted on the risk assessment and shared with staff. 	✓	Updates shared in green.	

Are there any other foreseeable hazards associated with Covid-19?		Yes <input checked="" type="checkbox"/>
		No <input type="checkbox"/>
Additional Hazards	List any additional control measures required	Residual Risk rating High, medium, low
Staffing levels drop due to isolation / social distancing	Bubbles may need to be considered or staff told not to come into school. Action plan in place with different scenarios of staff absence to ensure no loss of learning to pupils, where possible.	L (but M for loss of learning risk / closure due to staff shortages)

Reference Websites:

- www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings
- www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing/guidance-for-parents-and-carers-on-supporting-children-and-young-peoples-mental-health-and-wellbeing-during-the-coronavirus-covid-19-outbreak

ASSESSED BY (Print name) Matthew McCluskey	SIGNED	DATE 03/03/21
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